



Welcome to Georgetown Primary School

Handbook





**Dumfries and Galloway
Education Services
Georgetown Primary School Handbook**

Contents

- 1. Letter from the Head of Education**
- 2. Welcome from the Head Teacher**
- 3. Authority Aims**
- 4. School Aims**
- 5. Our School**
- 6. School Information**
 - 6.1 Name/Address/Telephone No/Website/
other social media links/Email Address
 - 6.2 Head Teacher details
 - 6.3 Roll of School / denominational status (if
any)/ Status of Gaelic
 - 6.4 School Staff
 - 6.5 Terms and Holidays
- 7. Contact Us**
 - 7.1 If you need to find out something
 - 7.2 If you have a comment or concerns
 - 7.3 If you remain dissatisfied and wish to
make a formal complaint.
 - 7.4 More Information
- 8. How the School Works?**
 - 8.1 School Day
 - 8.2 School Uniform/Dress Policy
 - 8.3 School Meals
 - 8.4 School Transport
 - 8.5 Class organisation
 - 8.6 Positive behaviour and Celebrating
Success
 - 8.7 More Information
- 9. The Curriculum**
 - 9.1 Curriculum for Excellence
 - 9.2 Health and Well Being Education
- 10. The Wider Curriculum**
 - 10.1 Extra Curricular Activities
 - 10.2 Pupil Council
 - 10.3 School Trips
 - 10.4 The Community
 - 10.5 Developing Young Workforce
- 11. Home/ School Partnership**
 - 11.1 Parent Council
 - 11.2 Communicating with Home
 - 11.3 Attendance (and absence)
 - 11.4 Homework
 - 11.5 How is my child doing? (Assessment
and Reporting)
 - 11.6 Pupil Profiles
 - 11.7 Helping the School
 - 11.8 Helping your child
 - 11.9 More Information
- 12. Support for All**
 - 12.1 Pupil Support
 - 12.2 Pastoral Care
 - 12.3 Additional Support for Learning
 - 12.4 GIRFEC
 - 12.5 Child Protection
 - 12.6 Educational Psychology Service
 - 12.7 Supporting Learners Service
- 13. Enrolment in Schools and Moving to
Secondary School**
 - 13.1 Enrolment in School AND Catchment
Secondary School
 - 13.2 Transition Activities/Induction Days
- 14. School Improvements**
 - 14.1 Improvement planning and priorities
 - 14.2 Achievements
 - 14.3 More information
- 15. Health and Safety**
 - 15.1 Emergency Procedures
 - 15.2 Severe Weather/Closure
 - 15.3 Health Care
 - 15.4 Data Protection
- 16. Other Useful Information. Policies
And Useful Links**



1. Letter from the Head of Education

Dear Parent/Carer

Our schools across Dumfries and Galloway have high expectations and high aspirations for pupils and staff. Like you, we want the best possible future for your child. We know that children do better at school and go on to achieve more in life when families and schools work together. We want to make sure that you, as parents and carers, feel involved in your child's learning, feel welcome and listened to in our schools. We have a shared interest in your child being happy, confident and successful in school.

Parents, pupils and staff are partners in the education process and we all have a role to play. The information in this handbook should reflect information that is important to you and your family to support your involvement and engagement in your child's learning. Working with your Parent Council and your Headteacher we can make sure you have the information about your school, the Education Service and our partners to give your child the best start in life.

Yours sincerely
Gillian Brydson
Head of Education



More Information on Education Services is available at <http://www.dumgal.gov.uk/schools>

And in our Annual Report
<http://www.dumgal.gov.uk/article/17612/Education-Authority-Annual-Plan>



2. Welcome from the Head Teacher



**Mr C Latimer
HEAD TEACHER**

Dear Parent / Guardian,

Georgetown School extends a warm welcome at all times to everyone – pupils, parents, friends and staff alike.

As your child is about to start his or her education at Georgetown School we hope this booklet will be of assistance to you in preparing your child for a smooth transition from pre-school to mainstream primary.

We recognise the importance of working in partnership and have planned this booklet to provide you with as much information as possible about our school. We hope you will find the booklet helpful but if you would like more details, please do not hesitate to contact us.

As a school we retain high expectations and high aspirations for pupils, seeking excellence and equity in all we do. As part of our local authority Education Services we aim to provide a good start in life for all and are committed to giving all our children and young people an equal chance to make the most of their potential.

The prospectus contains statements of general and educational aims but put simply we aim to encourage all pupils to achieve of their best in a friendly, relaxed, supportive and inclusive atmosphere. The part you play in this process is a crucial one and on behalf of all staff at the school may I say that we look forward to working with you to ensure that your child's school days are happy, fulfilling and educationally rewarding.

Yours sincerely,

Mr C Latimer
Head Teacher

3. Authority Aims

Education Services continues to have high expectations and high aspirations for pupils and staff.

We aim to provide a good start in life for all and are committed to giving all our children and young people an equal chance to make the most of their potential.

We believe in the benefits of working in partnerships within a culture of collaboration and trust.

We believe that the most important decisions are made in the classroom and we expect professional excellence in our staff; we support this by building confidence and capacity in school leadership at all levels, by listening to parents and pupils, by empowering Head teachers to make local decisions and by trusting professional judgements.

This has been the basis for our approach to delivering Curriculum for Excellence, Getting it Right for Every Child (GIRFEC) and Developing the Young Workforce (DYW).

Our Council's Priorities and Commitments are to:

- 1 Build the local economy;
- 2 **Provide the best start in life for all our children;**
- 3 Protect our most vulnerable people and
- 4 Be an inclusive Council.

Our schools have a role in delivering all four priorities, but we make the greatest contribution to Priority 2 where the Council aims to 'provide the best start in life for all our children'.

Our commitment is to:

Ensure early intervention, to keep our region's most vulnerable children safe.

Invest in creating schools fit for the 21st century, which are at the heart of our communities.

Raise ambition and attainment, to address inequalities.

Support children to be healthy and active.





4. OUR SCHOOL AIMS

The task of education is to satisfy the needs of the individual and society and to promote the development of knowledge and understanding, practical skills and attitudes and values.

Our vision statement at Georgetown is **“Everyone Learning Together”**



At Georgetown Primary we aim to:-

- Provide the best quality of education for life, with the needs of our pupils at the centre of all we do.
- Ensure Georgetown Primary a place where all are active, challenged and engaged in their learning.
- Equip pupils with the skills to become successful, confident and responsible contributors to the world they live in.
- Encourage all to achieve to their potential in a friendly, relaxed, supportive and inclusive atmosphere.
- Work in partnership with parents and the wider community to provide quality experiences and outcomes for children.

We aim to instil the following values across the education we provide;

Caring



Equality



Honesty



Learning



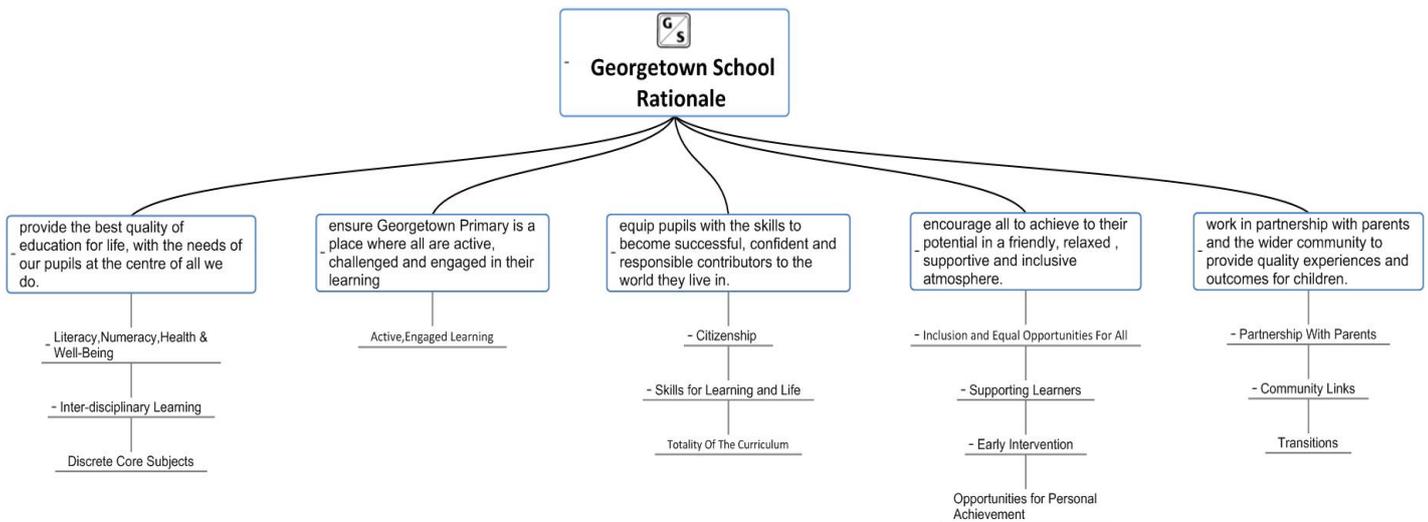
Respect



Responsibility



Pupils and members of staff are encouraged to play a full part in helping the school to achieve these aims and to motivate others to do likewise.



Georgetown School Rationale

Our school aims to...

....provide the best quality of education for life, with the needs of our pupils at the centre of all we do.

Literacy, Numeracy, HWB

These are our core subjects. Learning and teaching focuses on developing pupils' abilities in each subject at their appropriate level, building on prior learning and supporting pupils where needs are identified. Each of these curricular areas is taught discretely and through inter-disciplinary learning across the curriculum where appropriate.

Inter-disciplinary Learning

Is focused on providing learning experiences for pupils through combinations of Technologies, Sciences and Social Subjects. Staff plan to teach a variety of inter-disciplinary themes or topics based around 'bundles' of appropriately fitting experiences and outcomes. These themes may vary in length dependant on the context and learning experience focus. Literacy, Numeracy and Health and Well-Being and ICT will permeate through inter-disciplinary themes where and when appropriate but will not be contrived.

Discrete Core Subjects

Along with Literacy, Numeracy and HWB, Religious and Moral Education, Expressive Arts, Modern Languages experiences and outcomes can also be taught discretely where appropriate.

A 'Focus Week' approach may be used to concentrate on specific experiences and outcomes which may not sit well within inter-disciplinary learning.

....ensure Georgetown Primary is a place where all are active, challenged and engaged in their learning

Our aspiration for every young person is that they should be successful learners, confident individuals, responsible citizens and effective contributors to society and at work.

Lessons will be engaging, inspiring and relevant to everyday life and teachers will make connections between subjects, helping children make sense of the world. Learners will work at a pace that suits with enough challenge and support to stretch them.

We endorse an active, engaged learning approach. Active Learning is learning which engages and challenges children's thinking, using real and imaginary situations. It takes full advantage of the opportunities for learning presented by:-

- Spontaneous play
- Planned purposeful play -both indoors and outdoors
- Investigating / exploring
- Events and life experiences
- Focused learning and teaching



At all stages and in all subject areas staff set high standards for pupil work and encourage all pupils to aspire to them. The skills of handwriting, spelling, grammar, punctuation and numeracy are all taught systematically with due regard to the age and aptitude of the individual child. Field trips, other educational excursions and visitors to school are used to support the day-to-day curriculum.

...equip pupils with the skills to become successful, confident and responsible contributors to the world they live in.

Citizenship

Our curriculum aims to ensure that all children develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work as effective citizens.

Our focus for citizenship aims to developing confidence and responsibility through schemes such as Eco Council, Health Group and Pupil Council, as buddies, in peer support schemes, though circle time activities and Good to be Green awards, contributing to class or school decisions. We encourage pupils to identify their own strengths and make the most of their abilities. By developing positive behaviours and relationships whilst respecting differences and being able to cope with social and moral dilemmas.

Skills for Learning and Life

Our aim is to enable pupils to learn *how* to learn and how to use their learning, not just memorise information to pass exams. Our focus is on knowledge *and* skills – including vital skills: literacy and numeracy, which underpin all learning and are critical in life. We believe this will help pupils adapt in an uncertain future with the ability to think for themselves, make sound judgements, challenge, enquire and find solutions.

Through enterprising approaches to learning and teaching, staff aim to develop responsibility, confidence and enthusiasm, organisation, communication, teamwork and problem solving skills.

Totality of the Curriculum

We recognise the contribution of learning experiences available through a wider curriculum which is not classroom based and that the ethos and life of the school are complimented by contributions of learning in other aspects of school and within the wider community.

...encourage all to achieve to their potential in a friendly, relaxed, supportive and inclusive atmosphere.

Inclusion and Equal Opportunities for All

We encourage positive attitudes towards equal opportunities and diversity in all its forms. We reflect these both in the resources we use and the topics covered in all areas of the curriculum. We aim to ensure that equal opportunities are provided for all children in the school.

Supporting Learners

The needs of the individual are the prime consideration in getting it right for every child. It is the philosophy of this school to treat each child as having individual learning needs and to ensure that by a collaborative approach involving both class and Learning Support teachers every child's maximum potential is realised.

Staff will do everything they can to address concerns about pupil progress and well-being. In the event that the solution lies out with the school, an appropriate member of the Education Authority's support staff such as our Educational Psychologist may be utilised or other specialist supports called upon.

Early intervention

We believe that if a child has special educational needs that will prevent their educational development, we must plan a course of early intervention that will address that learner's specific needs. It is paramount that this intervention is carried out early in the child's education and that the planning of this involvement involves all interested parties. This intervention may also be intense and structured. To allow us to highlight those children with potential learning difficulties we make use of standardised online assessments such as PiPs and INCAs to assess, evaluate and track pupils' progress in learning.

Opportunities for Personal Achievement

Are recognised and celebrated in school through “Celebrating Success” bulletins in our newsletters and our “Celebrating Our Success” notice-board. Regular “Fishtank” assemblies also celebrate pupils’ wider achievements. A termly Citizenship Award is also presented to winners from each class and an overall Citizen of the Year for the school is also presented.

....work in partnership with parents and the wider community to provide quality experiences and outcomes for children.

Partnership with Parents

We are very keen that parents feel able to be involved in their child’s education and learning that they are active participants in the life of the

school and they feel able to express their views on the education we provide. Our Parent Council as a vehicle through which to support pupils’ learning both socially and academically through their provision of advice and support which is both financial and holistic.

Community Links

We recognise the value is working with others within the Georgetown community and beyond to enhance the experiences and skills we can offer to our pupils. We will actively seek to be involved in as wide a variety of activities and opportunities as possible.

Transition

As part of the Dumfries High School Cluster we value and actively engage with our secondary partners and cluster primaries to develop a wide variety of curricular and social learning opportunities for pupils and staff.



5. Our School

Georgetown Primary School was opened in 1974, to serve the rapidly growing private housing development of Georgetown that lies to the South East of the town of Dumfries. The school caters for stages Nursery to P7 i.e. ages 3-12. It is a non-denominational school with a roll of approximately 325 plus 50/50 Nursery provision. We also have the Queensberry Learning Centre for pupils with severe and complex learning difficulties.

The school itself is of a split level construction. A multi-purpose hall gives access to two large open areas each consisting of a central activity space. The open areas in turn give access to class bays, four in the infant wing and nine in the upper school. The school also has a library containing a wide range of fiction and non-fiction works. There are also a number of ‘quiet’ rooms for music, Learning Support, meetings etc. We also have an ICT suite with 18 networked P.C.s, children also have access to wireless 20 laptops and iPad.

Externally there are extensive areas of grass and two areas of Tarmac close to the school. There is also a soft play area for the Nursery and Queensberry and we have 2 adventure play trails. We have a much admired sensory garden and outside classroom area. A branch library has been built next to the school grounds and a large car park, which is out of bounds to pupils, serves the needs of staff and visitors to the school.



Should you wish to enrol your child in Georgetown School, in the first instance, please contact the school office.

For pupils in the school catchment area the enrolment will normally take place at the time of request, providing there is a space at the appropriate stage of the school. If there is no space an application can be made to another school in the area or enrolment may be possible at a natural break (i.e. October, Christmas, Easter) depending on the re-organisation of classes. Any application to another school should be made to the Service Director – School Services, at the address shown. For pupils out with the school catchment area the Service Director must sanction applications



In the event of a parent wishing to transfer their child to another school, a PP6 form, which is available from the school, needs to be completed. On submission of the form to the child's present school a meeting will be arranged by the Head Teacher as soon as is practicable in order to discuss current curriculum implications and any other potential problems regarding the transfer. Attendance at such a meeting is strongly recommended. Following the submission of the form and the subsequent meeting the information will be forwarded to Education and Community Services at Woodbank where a decision will be made regarding the transfer.

6. SCHOOL INFORMATION

Georgetown Primary School
Gillbrae Road,
Dumfries
DG1 4EJ. Tel: 01387 264079
Fax: 01387 247132

E-Mail: gw08officegeorgetown@ea.dumgal.sch.uk

www.georgetownprimaryschool.co.uk

Head Teacher Details

Mr Chris Latimer
email: gw08officegeorgetown@ea.dumgal.sch.uk

Find us on Facebook

["Georgetown Primary School"](#)



Contact for Parent Council Chair –
Mrs E. Clingan, c/o
gw08officegeorgetown@ea.dumgal.sch.uk

Parental Involvement

<http://www.dumgal.gov.uk/article/17608/Parental-Involvement>

<https://education.gov.scot/parentzone>

6.3 Roll of School 2018~19

300 Pupils including 14 Pupils with Severe and Complex Learning Difficulties in the Queensberry Learning Centre
97 pupils in our Nursery

P1	P2	P3	P4	P5	P6	P7
51	32	43	34	46	51	45



6.4 School Staff

Head Teacher

Mr C.Latimer

Depute Head Teacher

Mrs F McMillan

Depute Head Teacher

To be appointed

Teaching Staff

Mrs G. Doyle
Mrs L. Gillespie
Mrs L. Hodge
Mrs S Whitelaw
Mrs J Irvine
Mrs C Shearn
Mrs W Jones
Mrs J Brown
Mrs A MacDonald
Mrs M McCall
Miss M. Shuttleworth
Mrs J Irving
Mr C Taylor
Mrs J Crombie
Mr C Cannon
Mrs J. McNay
Mrs S. Donald
Mrs N. Dagleish
Mrs F Boyom

Learning Assistants

Mrs D.Cubbon
Mrs J Green Playground Supervisor
Mrs P Richardson
Mrs Firth Playground Supervisor
Mrs J McFaul Playground Supervisor
Mrs N Smith SNR
Mrs K Carroll
Miss L Denman
Mrs S Little
Mrs S Ward
Mrs S Mitchell
Mrs A Radley Mrs E. Brown
Miss S Rogerson Mrs R. McConville
Mrs R. Delaney
Mrs M. Rennie

School Secretaries

Mrs H McIlorum & Miss L MacKenzie

School Janitor

Mr D. Latimer

PE Specialist

Mrs V. Mclean

Nursery Staff

Mrs D Jones Nursery Nurse
Mrs J Magee Nursery Nurse
Mr R Solley Nursery Nurse
Mrs L Pirrie Learning Assistant
Mrs C Hodson Nursery Assistant
Mrs L Howat Learning Assistant

RiCCT – Covering classes for staff preparation, etc – Mrs Boyom/Mrs McCall

Number of Teaching Staff	22		
(including Learning Support Staff)		Learning Assistants	19
Nursery Nurses	3		
Nursery Nurse Assistants	1		

The school has the services of two part-time secretaries, a full-time janitor, three crossing patrols and a kitchen staff of Cook-in-charge and 4 assistants. The janitor and various Learning Assistants provide playground supervision at all breaks and lunch time.

Dr. E Gair
Mrs S.Dillon
Mr J Allison

EDUCATION OFFICER
SCHOOL NURSE
Active Schools Co-ordinator

Ms Gillian Brydson
Irish St, Dumfries.

Service Director – School Services, Education Offices,
Tel (01387) 260427



Class Structure - Session 2018-19

Nursery	Mrs Irving + to be appointed	P4/5M	Mrs MacDonald
P1 D	Mrs Doyle	P5S	Mrs Shuttleworth
P1 G	Mrs Gillespie	P6I	Mrs Irving
P2W	Mrs Whitelaw	P6T	Mr Taylor
P2/3	Mrs Shearn/Mrs Hodge	P7C	Mr Cannon
P3I	Mrs Irvine	P7MC	Mrs McMillan/Mrs Crombie
P4JB	Mrs Jones/Mrs Brown	QLC	Mrs McNay, Mrs Crombie Mrs Donald – <i>Principal teacher</i>

RiCCT – Covering classes for staff preparation, etc – Mrs McCall and Mrs Boyom
Learning Support Teacher – Mrs James

The organisation of class structure is dependent on numbers within classes. This has to be reviewed yearly and the structure planned for the following school year. Parents are consulted before changes occur.

6.5 Terms and Holidays

Up to date school holiday dates can be found:

<http://www.dumgal.gov.uk/article/15239/School-term-and-holiday-dates>

7. CONTACT US

7.1 If you need to find out something

Please contact the school office either by telephone 01387 264079 or email gw08officegeorgetown@ea.dumgal.sch.uk



7.2 If you have comments or concerns

A comment might be some brief feedback about how we have handled a situation or delivered a service. It is best to pass a comment straight to the school so that we can take any necessary action. You may be suggesting an improvement to what we do or a change to how we operate. If you have something you would like to raise, we would always ask you to discuss any concerns / issues you have initially with your



- Nursery/Primary Class teacher if the enquiry relates to classroom practice.
- Headteacher if the enquiry relates to whole school matters or you require an unresolved classroom issue to be discussed further.
- Parent Council and/or Connect (the membership organisation to support your Parent Council) If your enquiry relates to whole school matters linked to Parental Involvement.
- In Secondary, the teacher with responsibility for Personal Social and Emotional Supervision followed by the Headteacher.

If you are not happy with the response you receive or a decision that has been made, you can Ask us to Look Again. You can do this by contacting Educationssupport@dumgal.gov.uk . At this point an Officer will contact you and discuss the issue and share directly with you the outcome of this work.

You can also access **Dumfries & Galloway Have Your Say** at <http://www.dumgal.gov.uk/article/17349/Have-your-say>.

7.3 If you remain dissatisfied and wish to make a formal complaint

If you remain dissatisfied, Education Services operate within the complaints handling procedures for Dumfries and Galloway Council.

Information on this can be found at <http://www.dumgal.gov.uk/article/15382/Complaints-procedure>

**PLEASE NOTE THAT THE CAR PARK IS ONLY FOR STAFF.
Do not use car park to drop off or collect your child.**

8. How the School Works

Enrolment

Parents may opt for a place in any school they wish, at any time, but priority for a place will be granted to children from the recognised or 'delineated' catchment area. Information regarding catchment areas can be found on the Council's website by accessing ["Find My Nearest"](#)

Full details on how to enrol or move school are available from the school or on the Council's website <http://www.dumgal.gov.uk/article/15241/School-places>

On completion of their primary education, pupils from this school will normally transfer for secondary education to: -

Dumfries High School

Marchmount, Dumfries DG1 1PX
Telephone No. (01387) 263061
Head Teacher : Mr.Phil Cubbon

Nursery Enrolment

Children are entitled to a place in nursery from the beginning of the term following their third birthday. Both 3 and 4 year old children are entitled to a maximum of 5 sessions a week. Further information regarding nursery enrolment can be found in the nursery handbook, a copy of which can be obtained at the school office.

If the number of nursery places is oversubscribed a ballot will take place. Priority will be given to

- Children with Special Needs
- Children accepted for a deferred year
- Catchment area children with siblings at school
- Catchment area children with no siblings at school
- Non catchment children with siblings at school
- Non catchment children without siblings at school
- Non catchment children



To encourage a smooth transfer from nursery to P1 we run a buddy system where a P1 child is paired with a P7 mentor. The P1 child is introduced to his/her buddy while still in nursery and the buddy then looks after the younger child through the transition days and in their first few weeks of Primary 1. We produce a booklet for each nursery child showing pictures of their buddy and key personnel which can be shared with their family over summer holiday.

The Queensberry Learning Centre

The Queensberry Learning Centre opened as part of Georgetown School in 2006. It is a centre for pupils from across Nithsdale with severe and complex learning needs. Pupils' specific needs are met both on an individual basis and collectively. They are supported by a committed team of staff who provide specialist education and care across a wide variety of experiences and outcomes both in and out of school. Each individual pupil is a member of a mainstream class and it is the philosophy of this school to ensure that by a collaborative approach involving both class teacher and Learning Support teachers every child's maximum potential is realised. This philosophy of inclusion is embedded in school life as we welcome all new children to the school.

Dumfries and Galloway Council is committed to the well-being and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences.

8.1 School Day

School starts at	9.00 a.m.	
Morning Interval	10.30 a.m to 10.45 a.m.	
Lunch	12.30 p.m. to 1.15 p.m.	(P1 to P3 only)
	12.15 p.m. to 1.00 p.m.	(P4 to P7 only)
Finish	3.00 p.m	(whole school)

8.2 School Uniform/Dress Policy

All Dumfries and Galloway schools must have a dress code which encourages pupils to dress in a way appropriate to attendance at school.



This code must not lead to direct or indirect discrimination on the grounds of race, religion, gender, disability or poverty. Prior to drawing up the dress code, parents, pupils and staff should be fully consulted, and it is the expectation of Education Services that parents will be supportive of the dress code. Clothing which is unacceptable in school under any circumstances would include items which:

- Could potentially encourage factions (e.g football colours).
- Could cause offence (e.g anti-religious or political slogans).
- Could cause health and safety difficulties (loose-fitting clothing, dangling earrings)
- Are of flammable materials which may be a danger in certain classes.
- Could cause damage to floors.
- Carry advertising, (such as alcohol or tobacco)
- Could be used to inflict damage on other pupils.

Parents in receipt of a grant for footwear and clothing from the authority will be encouraged to purchase items which are in accordance with the school dress code.

School Clothing grants. The award of clothing grants is to assist with the cost of school clothing for families who are on a qualifying benefit or on low income. The current award is £100 per child. Guidance and more information is available at



<http://www.dumgal.gov.uk/article/15246/School-clothing-grants>

While it would not normally be the policy of the authority to exclude a pupil from school solely based on his/her dress, persistent refusal to respond to a reasonable dress code could be deemed to be a challenge to the headteacher's authority and thus be detrimental to the well-being of the whole school community. In such circumstances, a headteacher could justify the use of the school disciplinary procedures.

The wearing of school uniform is actively encouraged and consists of:-

- White polo shirt
- Red school sweatshirt/zoodie
- Sweatshirt Cardigan
- Black/Grey skirt
- Black/Grey trousers
- School Fleece Jackets (coloured Red) are also available.



P7 pupils wear a black school sweatshirt.

Sweatshirts may be ordered through a link on the school website, at any time of the year.

All pupils are required to change into **indoor shoes** when in school.

For PE (Gym) the requirements are: -

- Black or navy shorts
- T-shirt or polo shirt in your child's House Colour
- Plimsolls / trainers (provided they do not have black soles)

The wearing of jewellery is discouraged, mainly for safety reasons. Children with pierced ears should wear only studs or small sleepers that are not likely to cause injury in playground games or other active pursuits.

Shoes with a heel height of over 3-4cms can be dangerous in play situations and are therefore considered inappropriate for school wear.

It is very important that all items of school wear are clearly labelled with the child's name.

Lost property boxes are kept in both departments of the school. Please feel free to call in to school to check these for lost items.

8.3 School Meals

In Dumfries & Galloway Council, Economy, Environment and Infrastructure, Facilities Management – Catering Services, are bound by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007, which means they create a balanced nutritious menu over any one week.

By following these guidelines Facilities Management – Catering Services:

- Places health promotion at the heart of school activities
- Ensures that food and drink served in schools meets nutritional requirements
- Ensures their local authority promote the uptake and benefits of paid and free school meals

The Naturally D&G brand promoting by Facilities Management ensures that:

- Meals are freshly prepared, with seasonal ingredients
- Eggs are from free-range hens and our meat is from animals farmed to British welfare standards
- They don't serve any endangered fish
- Their menu is free from undesirable additives and GM ingredients

SCHOOL MEALS
try them, you'll love them

In addition to the menus handed out in school, Facilities Management – Services has a Naturally D&G website <http://www.dumfriesandgalloway.scottishschoolmeals.co.uk/> that provides supplementary information.

Special Dietary Requirements

Facilities Management – Catering Services provide special dietary requirements for food allergy and intolerances; medically prescribed diets; or diets for religious or cultural reasons specific meals for children of different ethnic origin. Simply ask the school for a registration form to allow us to inform the catering team who will discuss your child's requirements in full.

For more information call 030 33 33 3000 and ask for Facilities Management – Catering Services.

Free school meals are provided for all pupils in Primary 1, 2 and 3. Younger pupils at nursery or older pupils at primary and secondary school may also be eligible for free school meals in certain situations as well as those families on qualifying benefits.

Free school meals can lead to a large saving each year, nursery and primary school pupils can save £351 and secondary pupils can save £370. You'll also be helping your child's school if you qualify for free school meals. Some Scottish Government funding provided directly to schools is linked to the numbers of pupils who are entitled to free school meals.

For more information visit <http://www.dumgal.gov.uk/schoolmeals>





Snack

Pupils may bring a mid morning snack with them provided it is not in a glass container and does not require a member of staff to supervise consumption.

We are a health promoting school and promote this in all aspects of school life. We would appreciate that snacks brought in by children are 'healthy' options.



In addition the school has water dispensers located at three points within the school. Children are encouraged to bring plastic bottles which can be refilled throughout the day from the dispensers.

8.4 School Transport

Free school transport is available for some school children attending primary or secondary school if they live within the school catchment area and if they meet certain criteria. For more information and guidance visit <http://www.dumgal.gov.uk/article/15245/Free-school-transport>

Who is entitled to school transport?

Pupils who live 2 miles away from their catchment school if they are under 8 years old

Pupils who live 3 miles away from their catchment school if they are 8 years and over

Roman Catholic children attending the denominational school for their address and live the above statutory distances from that school.

Who is entitled to school transport?

Pupils who live 2 miles away from their catchment school if they are under 8 years old

Pupils who live 3 miles away from their catchment school if they are 8 years and over

Roman Catholic children attending the denominational school for their address and live the above statutory distances from that school.

However, it is the Parents responsibility to ensure that that their child reaches the designated pick-up point or the school safely. With respect to the safety of any route to a designated pick-up, the Transport Policy states that "All routes are assessed on the assumption that the child is accompanied by a responsible person."

How do I find out if my child will receive school transport?

When school transport is required for a pupil, the school will contact Education Services. If your child is eligible, details of the transport arrangements will be communicated to you in time for the new academic year. You can check whether your child is entitled to school transport using 'Find My Nearest' on the Council's website <http://apps.dumgal.gov.uk/findnearest>

Your child is not entitled to transport if they attend an alternative school by parental choice.

It is the responsibility of the parent/guardian to organise transport to the school.

Any alterations to transport arrangements that occur during the school year will be communicated prior to any changes being made. If school bus passes are required these are issued at school.

An Act of the Scottish Parliament 2017 requires that motor vehicles provided for the dedicated transport of pupils are fitted with seat belts. The purpose of the Act is to improve road safety for school children by imposing a duty upon school authorities to ensure that each motor vehicle which the authority provides or arranges to be provided for a dedicated school transport service has a seat belt fitted to each passenger seat, i.e. one seat belt per pupil.

Further details can be found here

<https://www.transport.gov.scot/media/42287/seat-belts-on-school-transport-scotland-act-2017-guidance.pdf>

8.5 Class Organisation

Allocating children to classes

For organisational purposes, schools are structured into classes. Each year it is the responsibility of the Headteacher to organise the class structure. Any decisions will be determined by the total school roll, the number of teachers allocated to the school, the physical capacity of the learning and teaching areas and any need to accommodate specialist equipment and mobility aids.



Class structures may consist of composite or single stage. Children will be placed in composite classes with consideration given to a number of factors:

Learning needs

Gender balance

Siblings

Age

Education Services will support any decision made by the Headteacher following this criteria. In most cases single stage classes will be determined by age. If parents are unhappy with the class organisation they should speak with the Headteacher in the first instance.

Class Sizes

Scottish Government guidelines state that class sizes cannot exceed:

Primary 1 = 25

Primary 2 to Primary 3 = 30

Primary 4 to Primary 7 = 33

Composite classes = 25 (max)

(Composite classes are made up of children from two or more year groups)

Playground Supervision

When the weather is reasonable to allow children to take their break outside, the playground is supervised.

The upper school designated area is supervised by members of the management team, the janitor and support assistants where applicable.

The early years' playground is supervised by Learning assistants, members of the management team as well as support assistants where applicable.



8.6 Positive Behaviour and Celebrating Success

As part of our school ethos we aim to encourage all to achieve to their potential in a friendly, relaxed, supportive and inclusive atmosphere. Staff have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.



Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in our learning community.

- Establishing open, positive, supporting relationships across the community, where children will feel that they are
- listened to and able to discuss sensitive aspects of their lives.
- Promoting a climate in which children feel safe and secure.
- Being sensitive and responsive to the wellbeing of each child.

Within Curriculum for Excellence (CfE) all staff are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground and the wider community. All staff share a responsibility for identifying the care and wellbeing needs of children:

Our school behaviour code is based on the firm expectation of respect and positive behaviour towards others.

Promoting positive behaviour is fundamental to education and is the responsibility of everyone directly or indirectly involved in the education of young people. All in Georgetown Primary School are committed to the education of the whole child and the development of learning environments where every young person can achieve their potential.



The class teacher will, in the first instance deal with breaches in discipline or use of foul and Inappropriate language with referral to Depute Head teacher and then to Head teacher, if required. Parents will be informed of any difficulties so that there can be joint home/school approach.

Where it is considered that wilful damage to property has taken place parents may be contacted to seek redress.

The emphasis of our policy on discipline is to encourage positive behaviour. For this reason class teachers use a system of rewards e.g. merit stickers, pupil of the week, house points, golden awards and the special lunch table awards etc. The most recent addition to P5-7 classes is a self-reflection sheet where pupils are given time to consider the consequences of their action and how they could have responded differently. This reflection sheet is then shared with parents.

All staff also contribute by awarding 'Gold Award' cards and nominations for Celebration postcards sent home for positive attitudes, behaviour and achievement.

As well as this:-

- All pupils who show positive attitudes have their names put in the 'Fish Tank' at the whole school assembly. Those children whose names are drawn out receive a small gift, usually of educational value.
- Whole school assemblies are also used to promote positive attitudes through the sharing of achievements, both within and out with school.
- Golden Time is part of the weekly reward process in Early and First level classes.
- Each area Pr1-3, Pr4-5 and Pr6 and 7 have their own positive reward system to promote responsibility and celebration.
- Citizenship Awards are given termly to individuals in each class using specific criteria based on the four 'capacities' of Curriculum for Excellence.



We have a comprehensive positive behaviour policy which is outlined in depth in another booklet available on our school website.

8.7 More Information

Parental Concerns

Should a parent have any concern regarding their child's welfare or education they should, in the first instance, contact the class teacher and arrangements will be made to discuss the matter. It is hoped that any matter can be resolved at this level but further concerns may also be addressed with the Depute and Head Teacher.

Classroom Rules

These rules are drawn up by pupils and their teacher to ensure the smooth running of the classroom and the safety of those working in it.

On days when it is necessary for pupils to remain within the building due to weather conditions, pupils will remain in their own classroom and abide by the normal classroom rules which will be on display in the separate rooms. Exceptions to this rule will be when permission has been received from the class teacher for small numbers of pupils to perform tasks in the open area or hall.

The School House System

We have four different house teams; Burns, Bruce, Balliol and Barrie. They are each represented by a colour and House Captains are elected each year. House Captains organise and assist with a variety of additional responsibilities

Each pupil is allocated a house team which they will represent on throughout their time in Georgetown. House points are allocated throughout the year for good work, effort and behaviour. Sports Day events also contribute to these totals. These points are counted up at the end of each term and the team with the most points is rewarded. The House Points Trophy is awarded for the overall winner.





Wet Weather Arrangements

During periods of wet or extremely cold conditions the children are allowed to remain in school during breaks.

P1-3 pupils remain in their classrooms and are supervised by classroom assistants. P7 pupils are also present in each classroom to deal with minor problems and to alert adults should the need arise.

P4-7 pupils are supervised by the janitor in their classes and are expected to remain seated and to occupy themselves with books, games etc. which are available in their classrooms.

Monies

In a busy school like Georgetown money is brought by pupils for a variety of reasons e.g. photographs, excursions etc. Each child is issued with a plastic wallet containing a signature card to be completed by parents when sending monies into school. These wallets are kept in school.

School Security

All external doors of the school are locked whilst the children are in the building. All parents wishing access to the school during the school day are therefore required to call at the main entrance. If a visitor is likely to remain in school for a period of time details of the visit must be entered into the visitor's book located in the office. Visitors should remember to sign out before leaving.

A CCTV System is also in operation within the school grounds, which has proved helpful to cut down on vandalism.

9. School Curriculum

Our school curriculum is in a process of constant change as the 'Curriculum for Excellence' grows and develops.

The school offers a broad, balanced and varied curriculum encompassing these eight areas:-

Mathematics
Health and Wellbeing
Social Studies
R.M.E.

Languages - including Literacy and Mod Languages
Expressive Arts
Science
Technologies



In the main, these programmes of study are delivered by class teachers and we currently have specialist provision in P.E. There are also regular opportunities for children to participate in team sports, games and other skills and activities through visiting groups to school, e.g Active Schools, Dumfries Saints, Q.o.S, etc

Our aspiration for every young person is that they should be **successful learners, confident individuals, responsible citizens and effective contributors** to society and at work.

Here at Georgetown every teacher has an enterprising approach to Learning and Teaching which links well with 'Curriculum for Excellence' and our 'Journey to Excellence'.

9.1 Curriculum for Excellence



How does Curriculum for Excellence work?

Curriculum for Excellence (CfE) is bringing learning to life in the way education is delivered for all 3-18year olds – in nursery, primary, secondary, at college, workplace or community learning. It aims to raise standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately it aims to nurture children and young people as successful learners, confident individuals, effective contributors and responsible citizens.

Curriculum for Excellence includes four contexts for learning:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement
-

Curriculum levels and stages

- The curriculum has two stages: the broad general education (from the early years to the end of S3) and the senior phase (S4 to S6).
- The broad general education has five levels (early, first, second, third and fourth). The senior phase is designed to build on the experiences and outcomes of the broad general education, and to allow young people to take qualifications and courses that suit their abilities and interests
- **Broad General Education** Children and young people work their way through Experiences and Outcomes in each of the five Curriculum Levels (Early, First, Second, Third, Fourth) and in each of the eight Curricular Areas. The five Curricular Levels span pre-school to the end of S3. This is the Broad General Education. Pupils progress at their own pace, working through the Experiences and Outcomes of the most appropriate level for them. Pupils will be supported in collecting

evidence of their achievements, with a profile of these being produced in P7 and S3.

- **Experiences and Outcomes** are what the learner will be able to explain or do. There are detailed Experiences and Outcomes for all subjects available on the Education Scotland website; teachers work to deliver these, and the progress of learners is measured in the achievement of Outcomes. Reporting to parents is likely to include information about children's Experiences and Outcomes and about the Levels at which they are working.

The 'learner journey' will be joined up from 3-18 to avoid gaps and overlaps in learning and to make the most of achievements outside school.

- Learners will work at a pace that suits, with enough challenge and support to stretch them.
- Lessons will be more engaging, inspiring and relevant to everyday life.
- Teachers will make connections between subjects, helping children make sense of the world.

Children will learn *how* to learn and how to use their learning, not just memorise information to pass tests. This will help them adapt in an uncertain future with the ability to think for themselves, make sound judgements, challenge, enquire and find solutions.

There's more focus on knowledge *and* skills – including vital skills: literacy and numeracy, which underpin all learning and are critical in life.

There are changes to assessment and how progress is reported to give learners, parents



and employers better information on potential and achievement.

Every child has an entitlement to be taught a Modern Language. French is taught from Primary 1 onwards. Spanish will be introduced as a third language from P5-7.

We are striving to meet the target of Physical Activity for 2 hours per week for all pupils by working in partnership with Active Schools.

For all curricular areas attainment targets are set for pupil progress from Early level. The description below should help you gauge your child's progress against a national standard.

Early Level	should be attainable in the course of Pre-school & P1
First Level	should be attainable by most pupils by the end of P4
Second Level	should be attainable by most pupils by the end of P7
Third / Fourth Level	should be attainable from S1 to S3

Our School ECO programme also provides for cross curricular Learning and Teaching opportunities.

The religious instruction given to all classes is non-denominational, but is Christian in ethic. All children receive this instruction but should parents/guardians wish their children not to participate in this, arrangements can be made for them to pursue some other activity, either by themselves or in a separate group while religious instruction is going on.

Within the classroom, as part of the Cross-curricular Learning Programme and at regular assemblies, the aims of Religious and Moral Education are to help to:-

- Develop a knowledge and understanding of Christianity and other world religions
- Appreciate moral values such as honesty, liberty, fairness and concern for others.
- recognise religion as an important expression of human experience
- investigate and understand the questions and answers that religion can offer about nature and the meaning of life

All pupils are encouraged to participate in class assemblies that are performed to the rest of the school with parents of the participating children invited to attend. The children love these assemblies and they are always well received by parents.



Active Learning

Georgetown Primary School endorses the Active Learning Approach. Active Learning is learning which engages and challenges children's thinking, using real and imaginary situations.

It takes full advantage of the opportunities for learning presented by:-



- Spontaneous play
- Planned purposeful play
- Investigating / exploring
- Events and life experiences
- Focused learning and teaching

This active learning, especially in our Early Years, can support the children's' development in the four capacities in the Curriculum for Excellence in many ways:-

- Confident individuals through succeeding in their activities and being able to bounce back from setbacks
- Successful learners through imaginary play and creativity and learning from new experiences
- Responsible citizens through encountering different ways of seeing the world, learning to share and give and take and to be able to respect themselves and others
- Effective contributors through playing together, tackling problems, extending communication skills and respecting others opinions.

At all stages and in all subject areas staff set high standards for pupil work and encourage all pupils to aspire to them. The skills of handwriting, spelling, grammar, punctuation and numeracy are all taught systematically with due regard to the age and aptitude of the individual child.

Field trips, other educational excursions and visitors to school are used to support the day-to-day curriculum and parents are asked to make a contribution to those trips where a cost is involved. However, no child will be debarred from taking part in such a trip for reasons of finance

9.2 Health and Well Being Education

We aim to provide children with the experiences and information to make informed choices in their lives. This includes opportunities to considering their mental, emotional, social and physical wellbeing as well as physical education, food and health education and relationships, sexual health and parenthood. Our curriculum contains specific reference to each of these aspects within our Health and Well-Being programme.

We aim to provide all our children with equal opportunities to keep fit and we recognise both personal excellence and effort in sporting activities within and out with school as part of celebrating wider achievement.



10. Wider Achievement and Participation

10.1 Extra-Curricular Activities

The school strives to provide a wide range of extra-curricular activities throughout the year. This is dependent on the interests and good will of both staff and parents/ friends who are prepared to give up their own valuable time to organise these groups. Recently we have been able to run a recorder group, football, art and crafts, running, rugby and Guitar groups.

If you feel you have an interest that you could develop with children please get in contact with the school to volunteer.



Sports and Outdoor Activities

The school has internal space for physical activity and has a full range of equipment for the teaching of movement and games skills. The school playground allows such activities to be carried on outdoors should the weather permit.

A trained team of Primary 6 pupils support Primary 1 and 2 with playground games at interval. Netball, football, cricket, swimming, orienteering, badminton and a variety of other sports are all offered as activities, often with the help of parents and friends of the school.

Educational excursions are actively encouraged and permission is sought from parents/ guardians, to take pupils out of school from time to time. Pupils in the upper primary are given the opportunity to take part in residential excursions and for this purpose further permission is sought. All outdoor activities are conducted in line with the guidelines issued by the Education Authority, a copy of which is available for inspection in the school.

A 4-day residential stay for Primary 7 in York has been a successful and rewarding venture for many years. Primary 6 pupils experience a range of outdoor activities aimed at developing resilience, communication and teamwork at Dukeshouse Wood near Hexham. This is a two night residential stay.

Generally speaking, when children are representing the school at sporting or other events, the cost will be borne by the school. On occasion a small contribution may be requested from home.



Pupils will receive swimming tuition as part of an Authority Programme. Senior pupils have the opportunity to participate in cycling proficiency lessons.

The school now shares an Active Schools Co-ordinator with the Dumfries High School Cluster. The co-ordinator offers a wide range of support and organises many different events.



Personal Accident Insurance Cover for School Pupils

The Education Authority has arranged to provide insurance in terms of personal accident for school pupils.

Cover will apply to all pupils in the region and will operate while the pupils are attending school, including travel between home and school, and while engaged in authorised school activities, including extra-curricular.

10.2 Pupil Council

We are continually looking at ways to encourage all pupils to have a 'voice' with regards to school, their learning and the whole school environment. The main focus for this is the Pupil Council. Each class has a Pupil Council member with Early Years being represented by P7 pupils.

Its aim is to provide an effective means of communication between pupils, staff and the Head Teacher so that:-



- Pupils can readily express their views on various matters relating to school life in general
- A Health Promoting School and all that that entails is encouraged
- Staff have an opportunity of explaining to pupils the reasons behind certain decisions relating to school policy.
- Pupils can give suggested improvements for the school
- Research and suggest ideas for development of Global Citizenship

Recently the Pupil Council have organised a book sale for World Book Day, Red Nose Day events. They also attend and help at PTA functions such as Movie Night and Discos.

10.3 School Trips

During their seven years at Georgetown Primary School pupils will be taken on visits related to their learning in class both locally and further afield, e.g. a local farm, Glasgow Science Centre, Edinburgh Zoo. As we want to keep you informed of how your child spends his/her days, we shall seek permission from you for every educational visit which takes your child away from school via transportation.

Pupils also have the opportunity to participate in two residential trips –to Dukeshouse Wood, Hexham which is an outdoor activity centre for 2 nights and then to York in P7 for 3 nights.



There are also many occasions throughout the year when pupils will be working off-site, e.g. visiting the Baptist church or community walks. We request a blanket permission form on pupil's entry to P1 to seek permission for any local community visits throughout their school career.



As per 'Cost of the School Day 2016' survey - which was devised to help understand the ways in which the costs of the school day impacts on children and young people living within Dumfries and Galloway.

Our Parent Council actively fundraise to subsidise the key costs of trips and school activities (i.e. the Christmas pantomime) and classes also participate in fundraising activities which can be used to assist with reducing costs for class trips. We arrange payments in stages for more expensive trips and we try to give advance warning for all trips (1-2 years for large trips, 1 year for residential and 6 months for small day trips) to allow plenty of time for this .

10.4 The Community

As a school we aim to work in conjunction and in support of our local community. The children across all stages regularly involve the wider community in the life of the school where possible e.g. inviting a local nursery to our Christmas Show and to use our school grounds/ facilities, or working with the local library to develop a display about Dumfries. We regularly request support from local community groups, e.g Incredible Edible, Let's Get Sporty to support activities within the school. We work proactively with a wide variety of community partners and use the local community to support skills for learning, life and work, e.g through a 'World of Work' Day , Grow Your Fiver, visits to the community café and Baptist Church soft play area.

We have very strong partnerships with our Community Police Officer as well as the local church and businesses. The Council provides support for a wide range of school activities both educational and social, and is a means by which parents can become more deeply involved in the life of the school.

10.5 Developing Young Workforce

Skills for Learning, Life and Work are a common set of skills which allow learners to prepare for a future world of work. It is essential that young people have a clear understanding of the skills they are developing and why they are developing them.

These skills will:

- Make learning more relevant
- Help them to carry out jobs that don't yet exist
- Use technologies that have not yet been invented
- Help them to solve problems that we can't yet foresee
- Help them to make a success of their life

Through all aspects of our school curriculum we focus on developing the core skills for life in Literacy, Numeracy, Health and Well-being and Enterprise. Skills for learning are encompassed through developing higher order thinking – creating, evaluating, analysing, applying and understanding.

Finally throughout each pupil's career in school we aim to develop the skills for work which include managing time, communicating, resilience, problem solving and taking responsibility thus enabling pupils to become successful learners, responsible citizens, confident individuals and effective contributors.





Eco Schools



The Eco-Schools programme engages children and young people in key issues including the environment, sustainability, global citizenship and the value of a low carbon future.

The Eco School Committee in Georgetown Primary is made up of class representatives from Primary 3 to 7 as well as senior pupils representing the nursery and Queensberry Learning Centre. Meetings are held on a monthly basis and the school has achieved Green Flag status in 2013. More information about this award can be found at

www.ecoschoolsscotland.org

11. HOME/SCHOOL PARTNERSHIP

11.1 Parent Council and Parent Forum

By law (the 2006 the Scottish Schools Parental Involvement Act) schools have a duty to promote parents' involvement in children's education. We are very keen that parents feel able to be involved in their child's education and learning that they are active participants in the life of the school and they feel able to express their views on school education generally.

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of parents who have chosen to represent the parent forum. As a member of the Parent Forum, each parent can expect to:

Receive information about the school and its activities;

- Hear about what partnership with parents means in our school;
- Be invited to be involved in ways and times that suit you;
- Identify issues you want the parent council to work on with the school;
- Be asked your opinion on issues relating to the school and education it provides;
- Work in partnership with staff; and
- Enjoy taking part in school life in whatever way possible

The types of things the parent council may get involved in include:

- Supporting the work of the school;
- Gathering and representing parents' views to the Headteacher, Education Authority and Education Scotland;
- Promoting contact between the school, parents, pupils and the local community;
- Fundraising and organising events;
- Reporting to the parent forum; and
- Being involved in the appointment of senior promoted staff.

Our Parent Council is made up of a group of parent volunteers, 1 representative from the teaching staff and 1 co-opted member from the local community. Meetings are generally once a month and matters raised by parents are discussed and taken forward. The Parent Council is also very supportive in organising events to raise additional funds for equipment and resources within the school to help enhance your child's learning. If you are interested in being a member of the Parent Council please contact the school office for details.

11.2 Communicating with Home

We use a wide variety of methods to communicate with parents; our school Facebook page and website, monthly newsletters, text messages, parents evenings, pupil reports, open evenings, drop-ins etc



Information is shared with non-resident parents following an initial request. The definition of a “parent” is the one set out in the Education Scotland Act 1980 which states that “parent includes guardian and any person who is liable to maintain or has parental responsibilities in relation to or has care of a child or young person. This includes ensuring that non-resident parents receive all information they are entitled to”.

Education Services have produced a Communication Framework that can be found at <http://www.dumgal.gov.uk/article/17608/Parental-Involvement>.

11.3 Attendance

It is your responsibility as parents to ensure that your child/children attend school regularly. For the safety of all children it is important for you to telephone the school office prior to/at the beginning of the absence. Absences are recorded in class registers and frequent or irregular absences not supported by a reasonable excuse, will be notified to parents and the matter may be referred to the Opportunities for All Service. If possible please, try to make dental/medical appointments out with school hours. However, if this is not possible please inform us in writing or by telephone of the appointment and arrange to collect your child from class.

Unexplained Absences/Lateness. Parents are asked to ensure that:

1. The school is informed if the family are running late.
2. Any legitimate absence is notified to the school by telephone before 9am on the first day of the absence without fail, and that further calls, before 9am, are made on every subsequent day of the absence. Schools will contact you in writing with any concerns.
3. Contact telephone numbers, whether for home, for parents at work or for other emergency contacts, are kept up to date and are genuinely numbers where a response will be received. This is particularly important with mobile phone numbers.
4. The school is kept informed of the absence and the likely return date.
5. Any planned absences are officially notified to the school, in writing, in advance.
6. School would be informed before 1.15pm if a child was not returning to school after lunch because of becoming unwell over that period.
7. Latecomers report to the school office on arrival at school.

Staff will ensure that absences are checked every day and follow up the whereabouts of any child for whom we have no explanation. Due to the amount of extra work involved and necessity of having the correct information we would ask you to make note of the above requirements and ensure that you follow through the procedures to ensure the safety of all our children.

Holidays

The Government has highlighted the importance of school attendance to a child's development and has required schools to set targets for improved attendance. Against this background, there is considerable concern at the increasing number of term-time holidays being taken by children at the request of their parents. The Headteacher is not able to refuse permission to parents for such holidays but it is the position of Education Services that these holidays are officially recorded as "unauthorised".

Education Services recognises that some parents have difficulties in arranging their own holidays to suit school holiday periods and whilst parents remain free, within reason, to remove their children for holidays during term time. They should, however, appreciate that prolonged absence from school at any stage is harmful to a child's education and it is not possible and not fair to other children – to direct teaching time to assist a child who has been on holiday to catch up on what they have missed. Parents should always inform the school, in writing, of any such holiday plans.

The exception to this is when a family holiday is judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events.



A parent may be asked to come into school to explain the reason for their child's absence in line with the Education Authority's legal duty under the [Education (Scotland) Act 1980, Section 36]. See Attendance at School Policy 2012 (an updated policy will be circulated in 18/19 term 1 for consultation)

Absence from school

Pupils who need to leave school during the school day i.e. doctor/dentist appointments, must be collected by a named contact confirmed with the school office. They must also report to the school office on their return to school.

11.4 Homework

Homework is an important link between school and home. It keeps parents / guardians informed of their child's' day to day progress and makes them aware of their strengths and weaknesses. It allows parents to play their part in praising their child's efforts and to encourage them to develop specific interests. It develops good working habits and encourages self-disciplines, which are so important in later primary stages and as a preparation for secondary school. Homework can also be an opportunity to encourage or recognise initiative and independent work done in the child's own time.

There are many things which as a parent you can do to support your child's learning in school:-

- **Listen, talk, and encourage** – this can have a big influence on children's learning
- **Encourage your child to talk** to you about their learning, what learning is happening at school and do what you can at home to build on that
- **Talk** to your child about their strengths and interests and how they are progressing
- **Encourage your child to talk** to you about their next steps in learning and find out how you can work with the school to support this
- **Ask for help** if you think your child needs it for any reason.
- **Praise** your child if he/she is working hard at something or has achieved something within or out of school



- **Encourage any reading**
- **Look for opportunities at home** to develop literacy and numeracy skills: money, number problems, time, measuring, matching, size, reading, writing, understanding instructions, questioning information
- **Encourage your child to take part in activities** e.g. hobbies, clubs which will provide opportunities to develop a range of skills
- **Help them work on tasks on their own** and then talk about it with you afterwards
- **Do things together where appropriate** – learn together e.g. if your child has a project or task to do, take an interest and discuss with them what he/she is doing or offer support if this is needed.
- **Help prepare for change** particularly at key transitions – talk about the change together.
- **Talk** to them about how they are feeling
- **Work together with the school** by taking part in discussions about your child's learning and progress e.g. at parents nights, reviews

At all stages of learning to read, a child will bring home a book on a regular basis which they have already read and discussed in class. Parents are asked to co-operate by listening to their child read, by expressing interest and discussing the story with the child, and by appreciating and encouraging the child's developing ability.

In other curricular areas, homework is also encouraged but the exact nature will depend on the needs of the pupils and individual members of staff as well as the work currently being studied in class.

As a general rule, however, homework may take the following forms:-

1. Consolidation / practice of skills already taught in school e.g. tables, spelling, phonics
2. Research activities, which may well be related to a topic being investigated in class e.g. pupils may be asked to consult newspapers or reference books in the local library
3. Catching up activities when there has been a prolonged absence
4. Finishing work not completed at school for a variety of reasons, including lack of effort
5. At the request of the pupil. On occasion a child may wish to follow something up or pursue a particular interest.



In many instances teachers may ask parents to sign a child's homework as an indication that it has been completed satisfactorily under their supervision.

If you are unsure about how to help your child, please do not hesitate to contact the class teacher or a member of the management team.

Whatever form the homework takes it is vital that parents / guardians take an interest in what is being undertaken and ensure that tasks are completed.

11.5 How is my child doing? (Assessment and Reporting)

Assessment is an ongoing feature of the teaching and learning process. Teachers assess in a wide variety of ways to ensure all pupils are appropriately supported, challenged and are progressing.



Reporting

The school provides information to parents at two official consultation periods in both November and March where teachers and parents can discuss progress against the learning targets that have been set for your child. Pupils can also be involved in these discussions and you will receive a summary report of this conversation. Parents not attending this opportunity will receive a summary of the points the class teacher wishes to highlight. You will receive a written full report on your child's progress in June.

Other methods of sharing general information about class activities, successes and progress can be shared via the school Facebook page, using Parentshare in 2Build-a-Profile which records pupil learning activities in class. These are now shared electronically, directly to parents through email in "Parent Share".

Parents are of course welcome to meet with their child's teacher at other times throughout the year to discuss any concerns. In this instance they are respectfully asked to contact the school office to arrange an appointment.

For security reasons, **parents should only enter the building via the front entrance and not at cloakroom doors.**

Assessment

'Assessment' is the word used to describe all the things which schools do to see how your child is progressing, what they are learning and what they know and understand. Assessment happens all the time in schools and your child's progress will not just be based on 'tests' but also on how they learn both in class and in other settings. Written work will be used to assess your child but so will their ability to take part in class discussions, make presentations, be in a production or team, produce drawings or projects etc. Parents will be involved both informally in discussion with teachers, looking at their child's work and also formally through parent's nights, profiles and reports.

Assessment of pupil progress is an ongoing process with the class teacher keeping records of pupil attainments.

The Purpose of Assessment

Assessment should support teaching and learning by identifying what students already know and can do and how they might move to the next level. Assessment, therefore, should be evident in all lessons.

1. For students, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress and achieve beyond it.



2. For teachers, assessment should develop an understanding of the individual needs of students so that target setting is meaningful and informs planning, teaching and learning for progress.
3. For other staff, as well as at periods of transition, assessment information will inform an understanding of the current and potential student outcomes.
4. For parents, assessment information will both inform them of their child's attainment and allow them to understand how their child may maximise achievement.

The Principles of Assessment

Assessment should:

1. recognise and celebrate individual successes in order to encourage and motivate all students;
2. be based on specific learning outcomes/objectives and these should be clearly identified by the teacher and understood by the students;
3. allow students to understand how summative assessment is arrived at by the teacher and so encourage them to become reflective learners who take more responsibility for their own learning;
4. help shape targets for improvement;
5. allow teachers to plan for teaching and learning that meets the individual needs of all the students in the classroom;
6. Underpin teaching and learning in order to ensure progress for every child.
7. be accessible for parents and enable them to take an active and informed part in their child's education

Types of Assessment

Georgetown Primary acknowledges that assessment will be undertaken in a range of different ways for different curricular areas. However all assessment should embrace the principles as outlined above and, therefore, assessment will be evident in every lesson. This may include:

1. Teacher assessment- these strategies include
 - Clear learning intentions and success criteria linked to the learning to take place. Both staff and pupils should foster a sense of achievement by sharing challenging and realistic expectations.
 - Skilful rich (high order) questioning by the teacher, allowing for thinking time. (H.O.T.S)
 - Encouraging pupils to ask questions and clarify meaning.
 - Use of lollipop sticks or other random ways of choosing a pupil to answer questions
 - Use of traffic light cards e.g. showing a red card if pupil doesn't understand
2. Self-assessment- this encourages pupils to access their own progress to develop independent learning in order
 - to improve areas by encouraging them to consider their own work
 - actively involve them in the process
 - actively involve them in the setting of targets for improvement, challenge and development.Examples of self-assessment can include learning journeys, traffic lights, etc
3. Peer-assessment – encourages pupils to collaborate to share standards and expectations. It can take place in pairs or

- By teacher observation of daily individual, group and class activities
- A plenary at the end of each lesson to reinforce learning intention and success criteria and whether that have been grasped
- Oral feedback to pupils, individually or in groups. This is important so pupils know whether they are progressing and how they can improve.
- Marking of written activities and homework with written feedback.

groups. Examples of peer assessment include two stars and a wish, traffic lights, completing assessment grids, think , pair and share etc

4. group/whole class assessment
5. written marking of work

6. teacher/student questioning
7. assessment of significant aspects of learning
8. use of standardised assessments at milestones in pupil's life- i.e PIPS, INCAS, SSLN etc

11.6 Pupil Profiles

A profile is a snapshot of a child's or young person's best achievements at a given point in time. Profiles are primarily aimed at learners and their parents and draw together a range of information about a child or young person's learning. It is one of the ways in which a learner's achievements can be recognised. The process of profiling is ongoing and progressive for all learners throughout their school years (2-18yrs). It is important that profiling is seen within the context of career education.



In Nursery –

Your child will have a Personal Learning Plan (PLP) or 'Special Book'. This will be a record of your child's progress and achievements throughout their time in nursery and will include photographs, samples of work and staff comments. Your child will be involved in creating their PLP and talking about their learning. We would like parents/carers to add items and comments to the PLP and to contribute to planning for your child. The PLP will include learning observations or snapshots of learning activities and these may be shared directly to parents via Parentshare.

In School –

Nationally it has been agreed that profiles will be produced at the P7. We are currently developing this through the use of a pupil 'blog'.

Across the school we gather learning evidence via the 'My Learning Journey' folders.

Staff have the opportunity to use the 2Build-a-Profile app on their iPad to capture, record and assess learning activities. These are then shared with parents via "Parent Share". Other learning activity evidence in Literacy, Numeracy and other curricular areas is gathered across the school year and stored within the My Learning Journey 'folders. This also includes more formal assessment evidence such as Big Writing assessments and Numeracy 'Phase' assessments.

In summary, this whole profiling process gives your child the opportunity to talk about their learning and achievements with yourself and others and can challenge, motivate and support all learners. The intention is to give a rounded picture of your child, their achievements and progress in learning to date.





11.7 Helping the School

We understand that parents are busy people but please note the following ways in which you can assist the school;

1. Any variation in attendance hours desired by a parent / guardian should be requested in writing, by telephone, or by a visit to the school.
2. A note stating the reason for absence should be brought by the pupil on return to school or contact made by telephone with the school office.
3. Children are not permitted to leave the school grounds for the duration of the school day except in the case of those going home or elsewhere for lunch. The safety of these pupils is the responsibility of parents and not the school.
4. Children should not arrive prior to 8.45 a.m. and those going home or elsewhere for lunch should not return before 1.00 p.m. or 1.15 p.m., depending on stage.
5. School books and equipment are the property of the school and co-operation is sought in keeping them in good repair. Items which are damaged through negligence will be charged for.
6. Signing Out Book. If taking a pupil out of school for appointments such as dentist etc., or other reason, you are asked to sign the book which is held at the school office.
7. Cycling is encouraged when parents are confident their child can cycle to school adhering to all safety implications.

11.8 Helping your child

- Parents can support their child by Listening, talking, and encouraging – this can have a big influence on children's learning
- Encourage your child to talk to you about their learning, what learning is happening at school and do what you can at home to build on that
- Talk to your child about their strengths/interests and how they are progressing
- Encourage your child to talk to you about their next steps in learning and find out how you can work with the school to support this
- Ask for help if you think your child needs it for any reason.
- Praise your child if he/she is working hard at something or has achieved something within or out of school
- Look for opportunities at home to develop literacy and numeracy skills: money, number problems, time, measuring, matching, size, encouraging reading, writing, understanding instructions, questioning information
- Encourage your child to take part in activities e.g. hobbies, clubs which will provide opportunities to develop a range of skills
- Help them work on tasks on their own and then talk about it with you afterwards
- Do things together where appropriate – learn together e.g. if your child has a project or task to do, take an interest and discuss with them what he/she is doing or offer support if this is needed.
- Help prepare for change particularly at key transitions – talk together.
- Talk to them about how they are feeling.
- Work together with the school by taking part in discussions about your child's learning and progress e.g. at parent's nights, reviews.

11.9 More Information

For more information on parental involvement or to find out more about parents as partners in their child's learning, please contact the school or visit the Education Scotland website www.educationscotland.gov.uk/parentzone.

For local information please visit <http://www.dumgal.gov.uk/schools>



12. SUPPORT FOR ALL

12.1 Pupil Support Supporting Learners

The needs of the individual are the prime consideration in getting it right for every child.

It is the philosophy of this school to treat each child as having individual learning needs and to ensure that by a collaborative approach involving both class and Learning Support teachers every child's maximum potential is realised.

Staff will do everything they can to address concerns about pupil progress and well-being. In the event that the solution lies out with the school, an appropriate member of the Education Authority's support staff such as our Educational Psychologist or Opportunities for All staff may be utilised or other specialist supports called upon.

12.2 Pastoral Care/Anti Bullying

It is our aim to make Georgetown School a place where pupils can go about their business without fear of harassment or abuse by others. This reflects the Authority Anti-Bullying Policy.

We aim to achieve this by:-

- Encouraging positive attitudes towards each other, emphasising 'individuality' rather than 'difference'
- Creating a culture where bullies know that they are always reported
- Taking seriously all reports of bullying and acting on them quickly and fairly
- Involving parents if there are any concerns over bullying incidents
- Encouraging pupils, including the bully, to discuss problems in a supportive way and
- Providing a safe and stimulating play environment.



Everyone has a part to play in preventing bullying from becoming a problem. This includes not only the teaching staff of the school but also auxiliaries, the office staff, the janitor, the playground supervisor and the kitchen staff. Parents and guardians have a major role to play.

Many children will not admit that they are being bullied as bullying can often take place out of sight or on the way home. Changes in mood, school refusal, bruises and torn clothing can all be signs of bullying.



Anyone who suspects that there is a case of bullying should share his / her concerns with someone else; a child with an adult (parent or teacher); a parent with a member of the school staff; class teachers and other school staff with a member of the senior management. It is important to act early before the bullying becomes 'ingrained'.

All children should be encouraged to stand up for themselves, without resorting to violence. They should learn to always say "No!" in situations where they feel under threat. All children should be encouraged to understand that reporting bullies is the right thing to do as part of our responsibility to protect and care for others.

Parents will always be involved if there are any concerns over bullying incidents.

Education Services Respect for All Guidelines (2018) for Schools incorporates revised national anti-bullying guidelines (Scottish Government 2017) that underpins our Schools Policy.

We also acknowledge The United Nations Convention on the Rights of the Child.

Children's rights are now embedded in Scottish legislation with the promotion and upholding of the rights of children and young people and states that all education should develop each child's personality and talents to the full. Children's voices should be heard, and their wishes respected without discrimination of any kind. AND

The Equality Act 2010 that places a duty on schools to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Equality Act 2010 put legislation in place to prevent direct or indirect discrimination against persons due to their:

- Age Disability
- Sex (Gender)
- Gender reassignment (Transgender)
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation



Dumfries and Galloway Council's priorities also place every child's wellbeing at the centre. In schools we do this by adhering to the principles of GIRFEC (see 12.4)

Dumfries and Galloway Council is committed to the well-being and educational development of all Learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility to ensure that all children and young people have access to quality learning opportunities and experiences.

The Authority aims to remove barriers to learning for all children with additional needs through a range of provision from mainstream classes (with or without support) to part-time or full-time provision in a school with a learning centre or base.

This commitment to meeting the needs of all children is based on the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 amended in 2009.



What is Additional Support for Learning (ASL)? If your child has a barrier to learning they can be said to have 'Additional Support Needs'. Children may need additional support for short or long periods of time and for a variety of reasons. The reasons can include:

Social or emotional difficulties	Being a young parent
Problems at home	Having English as an additional language
Being particularly able	A learning disability
A physical disability	Autism Spectrum Disorder
Moving home frequently	Attention Deficit Hyperactivity Disorder
Behavioural difficulties	Health Problems
Bullying	Long-term absence
A sensory impairment	Dyslexia/Dyscalculia
Communication problems	Fine or gross motor problems
Being a young carer	

If you have any concerns about your child, you should speak to a member of staff in the school in the first instance. There are several ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist teachers, Impairment Specialists and Educational Psychologists. It may also involve your child being referred onto staff in external agencies such as Health staff (Speech and Language Therapist, Occupational Therapist, Physiotherapist etc.). As a parent you will be closely involved in the whole process and your views sought throughout. If, after discussion with all concerned, it is felt appropriate your child will have an educational plan agreed which will identify how they are to be supported.

12.3 Additional Support for Learning

Your child's progress will be kept under review and any plans and support will be changed as agreed. As a parent you will be closely involved in any review process.

A small number of children will require a more detailed planning process which co-ordinates the input of education and other agencies to fully support the child. This plan is called a Co-ordinated Support Plan. The Co-ordinated Support Plan process is overseen by the Supporting Learners Service with responsibility for Additional Support for Learning.

This school has developed its own procedures for additional learning support within the framework of the Council Policy and a copy can be made available on request. The additional resources for support for learning in this school are:

-Support for Learning Teacher
-Support for Learning Assistants
-Visiting Specialists e.g. Speech and Language Support, Educational Psychologist.

Individuals and groups of children work with our Support for Learning staff, usually in the classroom. However, pupils can occasionally be withdrawn for one-to-one tuition or assessment purposes and an Individual Education Programme can be created for specific targets. Sometimes a pupil will have a Co-ordinated Support Plan if several agencies are working together to meet educational objectives for an individual child or young person.



<http://www.dumgal.gov.uk/article/16163/Additional-support-for-learning>

Further information on the above is available from the school or on the Council website

<http://www.dumgal.gov.uk/article/16163/Additional-support-for-learning> or from the following sources:

- Enquire – the Scottish advice and information service for additional support for learning, a charitable body registered in Scotland under registration number SC003527
<http://enquire.org.uk/>
- Scottish Independence Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576
<http://www.google.co.uk/search?hl=en&source=hp&q=Scottish%20Independent%20Advocacy%20alliance;or>
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741 <http://www.sclc.org.uk/>

Parents may also access further support through mediation services provided by Common Ground Mediation <http://www.commongroundmediation.co.uk/> or advocacy support through People's Advocacy Support Service (P.A.S.S. Direct) or Parents Inclusion Network (PIN) <http://www.parentsinclusionnetwork.org.uk/> .

12.4 Getting it Right for Every Child (GIRFEC)

Getting it right for every child (GIRFEC) is an approach from The Scottish Government that sets out how schools and other services should work with children and their families. GIRFEC is all about ensuring that children get the help they need when they need it – the right help at the right time. For you and your child, GIRFEC means that:

You are the expert on your child and what you think matters. Getting it right for every child means that the School will always seek to involve you, to listen to your opinions and take them seriously.

Every child will have a Named Person in the School. If you or your child need any advice or any support, the Named Person is your first point of contact and will make sure you get the help or advice that you need. Having a Named Person means that if there is anything that could affect your child's wellbeing, he or she will receive support as quickly as possible so that problems do not develop.

•If your child has complex needs and needs help from several different services, GIRFEC means that all these services must work together for you and your child. You should never have to keep telling your story to lots of different staff in the School or the Education Department or the NHS. Your child will have a single plan that everyone works to and everyone is clear about what they are doing. When your child moves to secondary school there will be a Transition Plan in place for them in good time.

For more information on getting it right for every child email GIRFEC@dumgal.gov.uk or [visit www.dumgal.gov.uk/girfec](http://www.dumgal.gov.uk/girfec) to see the Dumfries and Galloway services plan.

12.5 Child Protection

All children have the right to be protected from harm, abuse and neglect. Every adult in Scotland has a role in ensuring all our children and young people live safely and have the opportunity to reach their full potential. The vision for all children and young people in Dumfries and Galloway is that they should be: **safe, nurtured, healthy, achieving, active, respected and responsible and included**. Schools and front-line education and child care services will play an important role in ensuring all children and young



people are safe and well. Further information can be found at <http://www.dumgal.gov.uk/article/16640/Support-for-children-and-families>

Parents, carers and pupils have a key role in keeping the school community safe. We would therefore urge parents to share any information which would keep everyone safe, and to support and encourage their child(ren) to do the same.

There is an expectation that drug, substance and weapons will not be brought onto the school environment "In responding to drug/substance or weapons related incidents, schools will follow education authority guidelines. In all such circumstances, parents/carers will be contacted, and their cooperation expected. The police will be involved if drug use is suspected or discovered or, if there are concerns regarding the possession, threat or use of weapons.

All schools and early child care and education settings in Dumfries and Galloway are expected to record any unusual incidents or concerns they may have about a child. Normally this information will be shared with parents or carers when issues of concern arise.

The school wishes to encourage and promote the following values:

- Children and their families will be respected.
- Open communication, including listening, between adult and child, and adult and adult will be encouraged.
- The development of appropriate self esteem and assertiveness on the part of children and young people will be actively encouraged.
- Children will be presented with appropriate role models of behaviour at all times.
- Rules and discipline systems will recognize the rights of children and their families.
- Respect for individual differences will be actively fostered.
- All members of the school community will be involved in decision making.



We are very fortunate that cases of Child Abuse - sexual, emotional or physical - are very rare. However if abuse is obvious, a child discloses abuse or if a teacher suspects abuse, then the following procedure will be used:

1. Teacher makes note of time, date, observations, what was said, witnesses, etc.
2. Teacher informs Head teacher or, in their absence, Depute Head teacher.
3. Nature of disclosure / level of suspicion is discussed.
4. Head teacher contacts Social Work Department who then proceeds with any investigation.

Please note that school staff do not advise parents that they will be contacting the Social Work Department. Parents generally trust teachers and expect them to protect their children. It can be difficult



for school staff to maintain relationships with parents when suspected abuse is reported. We value the trust and positive relationships we have with parents, but the most crucial issue for the school is protection of the child.

Parents are entitled to have access to all information recorded by the school pertaining to the suspected abuse.

12.6 Educational Psychological Service

Educational Psychologists aim to improve the life chances of all children and young people. Working in partnership with families and other services, we use applied psychology and knowledge of child development to address inequalities, support vulnerability and enhance inclusion. We seek to ensure that young people realise their potential to become successful learners, confident individuals, effective contributors and responsible citizens.

We do this by:

- Working with others in a consultative way to help them make sense of difficulties and make informed choices and decisions
- Sharing knowledge about 'what works' and promoting evidence informed approaches to develop the policy and practice of literacy, numeracy and health and wellbeing in our educational establishments and communities
- Raising awareness of the crucial role of communication, relationships and nurture in children's lives
- Training and developing the skills of other professionals to improve children's attainment and achievement
- Highlighting the interactive nature of assessment, teaching and learning
- Designing and implementing interventions in partnership with others which support individuals and communities to develop resilience and ensure that children are safe, healthy, active, nurtured, achieving, respected, responsible and included.
- Supporting effective transitions (early years into primary, primary to secondary and secondary to post school) to improve the life chances of young people

In cases where the school is seeking direct work with a child or young person, parental discussion and consent will always be sought first.

The Psychological Service is based in offices in Newton Stewart, Dumfries and Annan, and each school has an identified Educational Psychologist. Further information about the service is available from the school.

12.7 Supporting Learners Service, Early Level Family Support Officers (ELFSO) AND Opportunities for all Officers

<p>Early Level Family Support (ELFSO) officers work in the Early Learning and Childcare and Primary Schools as part of the Supporting Learners Service to foster positive and productive links between home, school and community.</p>	<p>Opportunity for All Officers work with children and young people (upper primary and secondary) as part of the Supporting Learners Service to help build positive relationships to reduce levels of exclusion and disengagement to enable pupils to achieve successful outcomes and positive destinations. They also undertake attendance officer duties.</p>
---	--



13. Primary Enrolment and Moving to Secondary School

13.1 Enrolment in School AND Catchment Secondary School

The school year starts in August and children enrol in the January before they start.

Children turning 5 before the end of February 2020 will enrol in January 2019 to start school in August 2019. Children born between 1 September and the last day of February can choose to start primary school later. Children born between the first day of March and the last day of August can also apply for deferred entry.

In the term leading up to Primary 1 entry nursery staff will begin to prepare your child for their move to primary school. New entrants will be invited to visit their class and take part in activities. The Primary One staff will spend time in the nursery getting to know the new entrants. Parents are invited to meet with the Head Teacher who will give helpful advice as how to prepare children for school as well as providing information relevant to the first few weeks in school.

Exact enrolment dates and instructions will be advertised online and in local papers once they're confirmed. Visit <http://www.dumgal.gov.uk/article/15241/School-places> for more information.

Transfer from primary to secondary school will be dealt with by direct approach to parents from individual primary schools. Our catchment secondary school is Dumfries High School. Information regarding catchment areas can be found on the Council's website by accessing "Find My Nearest"

<http://www.dumgal.gov.uk/index.aspx?articleid=6293>.

Pupils normally transfer to the secondary school associated with their home address between the ages of 11 and 12. Your child's school will provide further information on the process when the time comes to transfer. For further information regarding this process, please go to <http://www.dumgal.gov.uk/article/15241/School-places> on the Council's website or phone (01387) 260437 for further information. In terms of the *Education (Scotland) Act 1980*, parents have a right to choose an alternative school. For details on your rights regarding this process please go to the Scottish Government website <http://www.gov.scot/Publications/2010/11/10093528/2> for further information.

Pupils will be given opportunities to take part in transitional activities both in Primary Six and Seven. These activities will give your child a taste of what secondary may feel like. Evening visits for prospective pupils and parents are arranged for each school in the evening during November.

13.2 Transition Activities/ Induction Days

Your child will spend three days at the secondary school of their choice in June.

Children who are felt to need extra transition will be able to take part in extra transitional activities during the final two terms of Primary Seven. The primary school, in conjunction with the secondary school, will arrange for these activities to take place after discussions with parents. These activities will be organised by the Home School Link Worker or Y.P.S.S- Young People's Support Services.

14. SCHOOL IMPROVEMENTS

14.1 Improvement Planning and Priorities

In May/June of each year, the school publishes a Standards & Quality Report providing all stakeholders with a comprehensive summary of the school's work and learners' achievements over the last year. The first part of this report provides an overview of the school's progress in addressing its key priorities, while the second part gives information about, for example, how well pupils are learning and achieving; how well the school is supporting children/young people to develop and learn. In June, we publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following engagement with staff, pupils and parents. Parents are asked to contribute to this process through self-evaluation questionnaires and consultation with the Parent Council. The plan indicates the expected impact of priorities on pupil learning, as well as providing brief information about the key tasks to be taken forward. Both the report and the plan are published on the school's web-site and are also available in hard copy, on request. A Parent friendly version is distributed annually in August.

Our school improvement priorities for the this session are;

To have 85% of pupils achieve First and Second Level in Numeracy and Mathematics in P4 and P7 by June 2019

To have 85% of pupils achieve First and Second level in Literacy and Language in P4 and P7 by June 2019

To increase resilience and self-esteem amongst pupils and staff so that 80% of pupils feel more confident in their own abilities.

14.2 Achievements

Opportunities for pupil personal achievement are recognised and celebrated in school through "Celebrating Success" bulletins in our monthly newsletters and our "Celebrating Our Success" notice-board. Regular "Fishtank" assemblies also celebrate pupils' wider achievements. Prior to each assembly a 'My Star Moments' sheet is sent home for pupils and parents to record any achievements, big or small. These can then be shared with the class and some are taken forward at Fishtank Assembly. In addition to this, each class takes a turn at producing a class video for Fishtank assembly. These are then shared in our Facebook page and are very popular.

A termly Citizenship Award is also presented to winners from each class and an overall Citizen of the Year for the school is also presented.

As a school we participate in many local competitions in a range of sports including football, rugby, athletics. We have had recent successes in football with teams regularly reaching the second round of national competitions. We also participate in competitions from a range of local groups such as Civic Pride and the Dumfries & Galloway Arts Festival, Rotary Quiz and Euro Quiz.





14.3 More Information

For more information on attainment data , trends and information which give an overall picture of how our school is performing (over the past 3 years) locally and nationally please access our school information on the Schools Dashboard on Parentzone Scotland (<https://education.gov.scot/parentzone>) Here you will further information on Literacy, Numeracy and Health and Wellbeing.

15. HEALTH AND SAFETY

15.1 Emergency Procedures

If your child feels ill during the school day and we feel that he/she would be better at home, we will telephone you or your emergency contact. Minor accidents, e.g. cuts, bruises, are dealt with by the school staff. Serious accidents are few, but should one occur your child will be immediately taken either to your doctor or to hospital, if necessary, and you or your emergency contact will be notified. We cannot stress enough the importance of supplying the school with the relevant information we require in such a situation, i.e. your own home and work number and a telephone number of an emergency contact. **Please remember that if your child stays in more than one home setting contact details should take account of this.**

We will request such information at the beginning of each new school year. Please update this as necessary.

School Emergency Planning Procedures

Georgetown Primary school and Dumfries and Galloway Council has a prime responsibility to make sure pupils and staff are safe while in our care. We know that the risk of an emergency is very small, however, we do want to be well prepared to handle any incident. In our school we have emergency planning procedures to help us respond appropriately to any threat.

We already practice evacuating the school during fire drills, so pupils and staff are clear how to leave the building safely in an emergency. However in some emergency situations, for example if there are circumstances in the vicinity of the school that could endanger the safety of the school community, pupils and staff must stay within the school to be safe. As a result, every school in Dumfries and Galloway will be practicing a pupil safety drill where all pupils return to /stay in classes and doors and windows are closed and locked. This will only be for a few minutes until the 'all clear' is sounded. This will be undertaken calmly, as we do with fire drills, and young children will be told that the school is practicing being 'safe inside together' or S.I.T Drill.

At such times the doors will be locked and no one will be able to enter or leave the school during the practice procedure. During the drill there will be signs on the entrance doors indicating that the school is 'safe inside together'. This is the same procedure that will be followed in a real situation.

Parents will be given advance notice of any planned departure from regular hours. However, if the school has to close in an emergency e.g. electricity supply cut off, failure of water supplies or severe weather conditions the procedures set out below will be followed.

Notice and details of any emergency closure will be found on the Dumfries and Galloway website West **Sound radio** will also put out a school closures as they occur.

School closure: <http://info.dumgal.gov.uk/esc>



The school Text Messenger System would also be used in this situation. Parents may also be contacted by telephone as soon as logically possible if the office is aware that mobile reception is a problem.

We would be grateful if parents would ensure that their children are fully aware of where they should go in the event of an emergency closure.

Parents should be fully aware of the procedures which will operate in school should there be an emergency closure.

15.2 Severe Weather/Closure

Headteachers are authorised to make an emergency closure when the state of the weather or any other exceptional circumstance make it necessary in the best interests of the pupils. In these circumstances parents will be communicated with in a variety of ways including text messages/ phone calls and emergency contact arrangements. All school closures will be notified on the Council Website.

It is most important that details of emergency contacts which need not be the same as the ones held on record at present, be given to the school and updated as and when necessary. Where the existing emergency contact lives beyond walking distance of the school, if possible, please supply a local contact for the above procedure

15.3 Health Care

Education Services is committed to ensuring that all children can fully participate in the life of the school. Many children will require their health care needs to be met at sometime within the nursery/school environment, for most children this will be for short periods of time only, but for some children this may require more long-term planning and support. If your child has any health care needs, please contact the school to discuss arrangements.

Full details of the support available and your role as a parent and the role of your child are contained within Health Care in Schools 3-18 (NHS and Dumfries and Galloway Council) which is available from the school.

Administration of Medicine

From time to time children require to take medication at school and we are happy to co-operate to ensure the child's well being. However, we are required by Education Authority policy to apply the following conditions.

1. The parent / guardian must deliver the medicine to school in person.
2. A parental request form must be completed.

We are not permitted to administer medicine in any other circumstances including aspirin etc for headaches.

A full copy of the Authority's medication policy is available in the school office.

First Aid

Mrs J. Green, Mrs K.Carroll and Mrs L. Pirrie are our designated first aiders. If a pupil is injured or hurt during school hours they will take the appropriate action to deal with this. If these members of staff are unavailable, several other staff members have had first aid training and should be deal with any situation. If we are ever in any doubt, we would seek professional assistance.



Food Allergies

There is an increasing tendency for children to suffer allergic reactions to certain foodstuffs. Currently at school we have pupils who have a severe peanut allergy that is potentially life threatening.

Exposure to traces of peanuts, for example on dining tables or even on people's breathe can bring about an immediate, violent reaction. This has to be dealt with promptly and staff have been trained in the necessary emergency procedures.

However, prevention is always better than cure and, as a consequence,



Thanks for remembering
this is a



Peanut/Nut
Free School

The School Nurse

The School Nurse is a Registered General Nurse who may have undergone a further course of training in school nursing.

She is attached to a specific group of schools. She works closely with the Doctor and other professionals in all aspects of physical and mental health.

Sometimes a Student Nurse may accompany the School Nurse.

School Nurses help children get the maximum benefit from their time spent at school by maintaining high standards of health and hygiene.

Health Education is central to the work of the School Nurse; she talks with children helping them understand the importance of good health and how it can best be maintained. In upper primary and secondary schools she will be involved with sessions related to growing up. These can either take place in the classroom or on a one-to-one basis.

The Role of the School Doctor

Where a problem has been found at entrant medical or later in school life the child will be followed-up by the School Doctor or School Nurse (01387) 244409.

The School Doctor will also see those children who have recorded needs for a medical examination as part of that assessment.

The School Dentist: Aims to see each school child three times over their school life. Extra visits will be done if thought necessary. For more information and clinic telephone numbers - please telephone Dental Directorate: (01387) 244145.

The Audiologist: Co-ordinates the school hearing assessment programme. Parents may contact the Audiology Department, DGRI by telephoning (01387) 241499

Asthma Awareness

The Education Department has received information from the Scottish Paediatric Group and the following recommendations have been passed to schools.

Children who suffer from asthma should have ready access to their medication (inhaler) in school and it should be carried by the child.



A spare inhaler should be clearly labelled with the child's name and dosage and kept in the school in case the pupil forgets to bring or loses it.

If your child suffers from asthma and has medication then please ensure that the school staff are informed (parental request form) and that the appropriate medication is carried by your child.

Head Lice

We advise parents to regularly check their child's hair for head lice. If lice are found parents should seek advice as to treatment from the school nurse, health visitor, GP or local pharmacists. Parents are asked to inform the school office if they find their child to have head lice.

Arrangements for Health Care

Class	Examination	Staff
P1	Review of pre-school health records Health questionnaire to parents Height and Weight all entrants Vision testing all entrants Health interview for selected children Medical examination of selected children Hearing screening Oral Health Screening	Doctor /Nurse Nurse Nurse Nurse Doctor Audiologist Dentist
P3	Height and Weight Vision testing	Nurse Nurse
P7	Oral Health Screening Review of school health records Questionnaire to parents Health interview Vision testing Colour vision testing	Dentist Nurse Nurse

Providing Intimate Care Policy

It is important that every child is treated as an individual and when toileting accidents happen, that care is given as gently and as sensitively as possible. It is important for staff to bear in mind how they would feel in the child's position.

As far as possible the child should be allowed to exercise some choice regarding the person providing care.

Parents, staff and children should be aware that matters concerning intimate care will be dealt with confidentially and sensitively.

The young person's right to privacy and dignity will be maintained at all times, with due regard to the child's self image.

The policy and procedures in the school will apply to all children.

Further information on School Health related issues can be obtained from:

The School Nurse Team, The Willows, Crichton Estate, Glencaple Road, Dumfries, DG1 4TG
Tel: (01387) 244409



We will always welcome suggestions from you on how we can improve or develop the service we provide.

If you have reason to make a complaint or raise an issue more formally, you should contact:

Suggestions & Complaints Officer, Mid North, Crichton Hall, Crichton Royal Hospital, Dumfries DG1 4TG. Tel: (01387) 244009.

15.4 Data Protection

Each year, your child/young person's school will send home a copy of the personal data we hold about your child/young person as part of our annual update process. If at any other time you would like to review information held as part of your child's Educational record, you can do so as part of the Access to Educational Record legislation. In the first instance you should contact the Headteacher of your school to make this request.

What personal information do we collect from you and why do we need it?

Data about pupils includes, name, date of birth, gender, and address, racial or ethnic origin, religion. It will also include information about any additional support needs and any relevant medical conditions.

Data about the pupils' family will include names, addresses, email, phone number, emergency contact details and family situation.

Data held will also include pupil progress, assessments and exam results. It will also include records of attendance, absence and any exclusions.

We will hold data about when and where the pupil goes after they leave Early Learning and Childcare Centre (ELCC)/School. This includes information about their next setting, career paths or intended destinations.

If your child is accessing school transport and school meals, data will be shared with School Mainstream Transport Team/Contractors and Enterprising DG.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that have legitimate reason to. We will not keep personal data for longer than is necessary and will follow the Council's Record Retention Schedule and archival procedures.

Sharing Pupil data

If a child/young person moves Early Learning and Childcare Centre (ELCC) /School, we have a legal obligation to pass on information to their new ELCC/School/education authority. Sometimes we also receive information about child/young person from other organisations, such as, NHS, Police Scotland, Social Work, Additional Support Services and sometimes other organisations or groups connected to the pupil's education.

We also need to share pupil information with other organisations. Law requires us to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes.

We share your data with third parties who process it on our behalf, including the operator of our Education Management Information System, our schools' intranet GLOW, and our text messaging provider Groupcall. For more details about this processing please contact miss@dumgal.gov.uk. The Council take the security of your data seriously and access to SEEMiS is restricted to approved staff and by username and password only. The Council Data Protection Policies and Procedures make clear that all staff have a responsibility to ensure that they handle personal data appropriately and that suitable



organisational security measures are in place. To prevent unauthorised disclosure, hard copies of data are stored securely at your child's nursery or school.

The Council need to ensure you and your child's personal data remains accurate, to assist with this, please ensure you keep your nursery and school up-to-date with any changes. For example, if you do not inform the school that you have moved to a new house, this may result in your personal data being sent to an incorrect address.

If you would like to access any information we hold, then you can do so under the Pupils' Educational Records (Scotland) Regulations 2003, by making a Request to your child's school in the first instance.

More Information or Concerns

For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern please follow this link <http://www.dumgal.gov.uk/article/15129/Data-protection>

If you have any concerns about data sharing you can discuss this with the school office, or data protection officer at the Council via dataprotection@dumgal.gov.uk



15.5 Images of Pupils

Schools take images of pupils for various reasons e.g. the prospectus; ceremonies (recognition of achievement, Prize giving, Sports Day etc.); functions (discos, charity events etc.); curricular activities (Communication Passports, performance in sport/dance, field trips etc.); extra-curricular activities (school sports fixtures, school excursions, class outings etc.). Images are also used to create a record of an event to show to participants, other pupils and parents/carers. To do this, photographs are displayed throughout the school; videos and photographs are shown to parents/carers, staff and others; media coverage arranged; prospectuses are published and distributed

The Authority has a policy on the use of images of pupils. You will be asked to read this when your child enrolls and to clarify your consent about the publication of images of your child, but you can amend your permission at any time by contacting the school office. Please ask at the School Office to see a copy.

15.6 Use of the Internet, Social Networking Sites

As part of the process of learning we allow our children supervised access to the Internet and e-mail. The authority runs its own filter system to ensure that young people are not at risk from exposure to inappropriate material. This filtering system is regularly being upgraded. We have a policy for use of the Internet and a contract for responsible use, which we ask parents and young people to sign up to.

ICT IN SCHOOLS

The Authority has an overall Policy and Procedure for the use and application of ICT in Schools. We recognise that social media and mobile phone technology has potential benefits for learning and teaching. It is unreasonable and impractical to attempt to impose a ban on mobile devices in schools therefore the authority has produced guidelines for Digital Citizenship, Use of Technology, Mobile Phones, Digital Images and Use of Social Media.



16. OTHER USEFUL INFORMATION - Policies and Useful Links

Pupil/ Parent Support Unit

The Pupil /Parent Support Unit is there to help parents and pupils and can be contacted on the numbers shown below regarding any aspect of Free School Meals/Clothing Grants, Education Maintenance Allowance, School Transport Home Education, Parent Council administration, school transfers and enrolment, school catchment areas, performance licences, insurance matters and financial support for those pupils entering higher education.

Clothing grants: <http://www.dumgal.gov.uk/article/15246/School-clothing-grants>,
 Free meals: <http://www.dumgal.gov.uk/schoolmeals>
 Transport: [Http://www.dumgal.gov.uk/article/15245/Free-school-transport](http://www.dumgal.gov.uk/article/15245/Free-school-transport)
 Tel 03033333000

School Policies

There are a number of National, Education Services and school policies which will provide information on a range of issues. Further details of all of these are available from your school. The following is a list of the policies which may be most relevant to you and your child/ren although this is not an exhaustive list:-

- Acceptable Use of Dumfries and Galloway Council's ICT Facilities In Schools (2009)
- Child Protection Policy for Schools, Pre-Schools and Childcare Services -
- Children Absent from School through Ill Health – Guidance (2011)
- Curriculum Swimming Policy (2012)
- Digital Images Policy (2016)– Taking and Using Images of Pupils
- Dumfries and Galloway Equal Opportunities Policy and related Equality Schemes





- Enrolling in Schools – Placement Policy(2012)
- Exclusion from Schools – Policy and Procedures (2010)
- Inappropriate Use of Social Networking Sites (2011)
- Parental Involvement Strategy (2006)
- Primary School Class Organisation (2011)
- Protection of Vulnerable Groups (PVG) Scheme (2011)
- Providing Intimate Care for Children and Young People with Disabilities – National Guidelines for Schools
- Providing Intimate Care for Children – Procedures for Schools and Nurseries (2011)
- Nursery and Schools Policy on Health Care Procedures (2012)
- Respect for All – Anti-Bullying Procedures (2011)
- School Transport Policy
- Use of Mobile Phones and/or Internet Bullying – Procedures for Schools when drawing up policies (2007)
- Volunteer Policy and Procedures for Schools (2012)

Further information on all aspects of education is available on <https://education.gov.scot/parentzone>

Staff, Parents and Pupils can access key policies for the authority at <http://www.dumgal.gov.uk/article/16350/Strategies-plans-and-policies>

